



2018-2019
Mid-Year Review of
Strategic Work

January 2019



Mid-Year Review of 2018-2019 Strategic Work

Foreword	5
Improve Student Achievement	8
Provide resources and supports to meet students’ social and emotional needs	9
Personalize student learning through a blend of direct instruction and technology	10
Enhance early learning opportunities	12
Strengthen portfolio of academic offerings	14
Refine and realign district ready-graduate initiatives	16
Maximize Employee Capacity	19
Continue focus on recruitment and diversity	20
Boost social media presence for employee recruitment	24
Enhance curriculum resources and individualized professional learning opportunities	25
Improve Efficiency and Effectiveness	27
Implement automated on-boarding and electronic employee files	28
Improve student transportation services	29
Address school capacities	31
Implement electronic medical records (EMR) for school nurses and expand Onsite Clinic EMR capabilities	32
Improve organizational efficiency through technology	33
Implement acceptance of debit and credit card payment options	34
Engage the Public in Support of Student Achievement	35
Focus on expansion of community partnerships	36
Continue developing online resources for stakeholders	37
Student Achievement Data	38

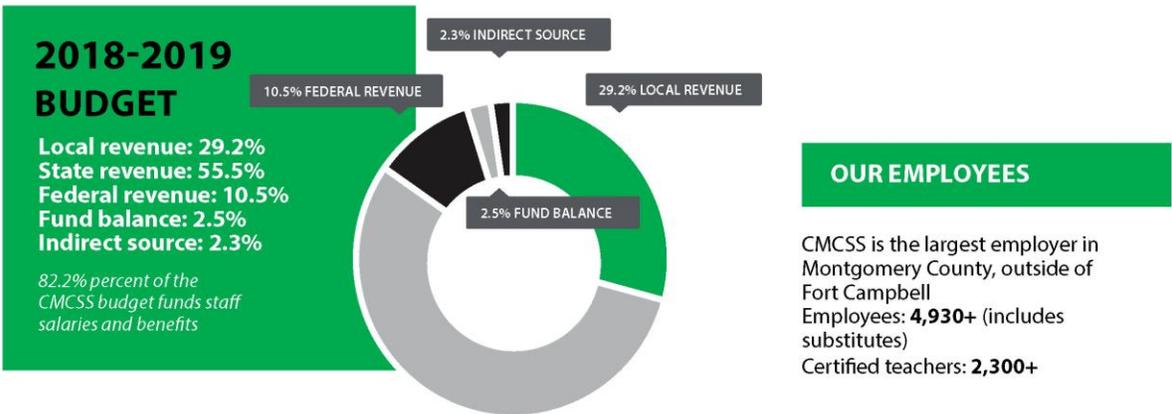
Foreword

The Clarksville-Montgomery County School System (CMCSS) is dedicated to providing a quality education for all students. The mission to ***educate and empower all students to reach their potential*** is evident in the increased efforts and progress toward the district's vision that ***all students graduating from high school will be college and/or career ready***. The district is committed to providing timely and appropriate interventions so all students may see their high school graduation day. The district's administrators, faculty, and staff are passionate about students and are committed to student success. Community support is counted among the district's key assets and plays a major role in student success.

This document provides an overview of the district demographics and acquaints readers with information about the progress of the district's annual strategic work, which is designed to improve both student learning and the overall performance of the district. The information gathered for this report is a part of the district's continuous improvement process and is a mid-year culmination of data gathered throughout the year. Data is gathered in a variety of ways such as mid-year open discussions conducted by district leadership. Additionally, data is collected through school visits, communication group feedback, and other stakeholder feedback opportunities. The purpose of gathering this information is to provide district leaders with the necessary information to redirect or continue strategic work. A review of student data is included at the end of this report beginning on page 32.

Our mission is to educate and empower our students to reach their potential.
Our vision is all students will graduate college and career ready.





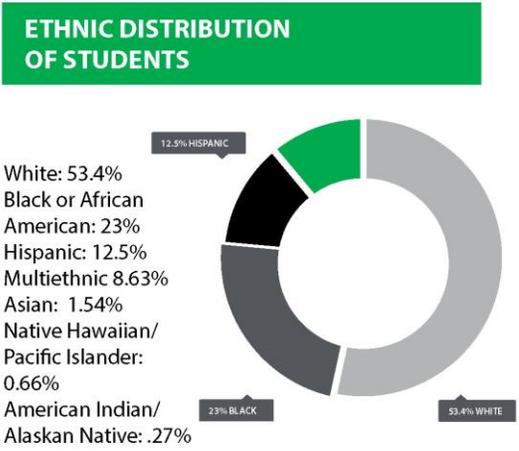
OUR EMPLOYEES

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell
 Employees: **4,930+** (includes substitutes)
 Certified teachers: **2,300+**

OUR SCHOOLS

CMCSS is the seventh largest school district in Tennessee

Total number of schools: **39**
 Elementary schools: **24**
 Middle schools: **7**
 High schools: **7** and **1** Middle College High School at Austin Peay State University



PER PUPIL EXPENDITURE

2016-2017

CMCSS:	\$8,647*
State:	\$9,499
National:	\$12,509 (2014-15 data)

* This total includes \$14 million in competitive grants at local level from state and federal sources.

Student groups less than 10 in size are not indicated.

Improve Student Achievement

Provide resources and supports to meet students' social and emotional needs

Personalize student learning through a blend of direct instruction and technology

Enhance early learning opportunities

Strengthen portfolio of academic offerings

Refine and realign district ready-graduate initiatives

Provide resources and supports to meet students' social and emotional needs

Social Emotional Learning (SEL) helps students to acquire and apply the skills and attitudes necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

Foundational work in this new initiative included a district-wide survey of students to determine needs. Over twelve thousand CMCSS students in grades four through twelve responded to the survey. The results are used by school counselors and district leaders to develop resources tailored to school and student needs. The survey will be implemented annually to help determine progress and next steps.

District leaders met with multiple stakeholder groups to define and clarify goals, action plans, and the impact of this initiative on student learning and the school community. More than sixty district representatives, including school counselors, teachers, administrators, and district leaders attended a Social Emotional Learning conference in June 2018. This deepened the introductory phase of this initiative, provided resources, and motivated attendees to prioritize SEL work in CMCSS schools.

To ensure appropriate staffing for SEL work and for new state counseling standards, funding was provided for twelve and one-half additional counseling positions in elementary and middle schools. Schools report that these additional counselors have made a huge impact, providing counselors more time to meet with more students, more parents, and to conduct more small group sessions. Additionally, a contract was developed with a local mental health cooperative to provide immediate support for students whose mental health needs are greater than district personnel can support. New state standards for school counselors and for health teachers are firmly aligned to support SEL goals. Student advisory classes in middle schools are used to deliver lessons designed to support SEL needs. Two online programs, Inner Engineering and GoZen, are used throughout the district to teach students how to cope with stress and anxiety, one of the primary needs revealed by the 2018 student survey.

A Professional Learning Community comprised of one representative per school meets throughout the year to learn about topics such as Adverse Childhood Experiences (ACEs), Restorative Justice, and state-supported trainings and toolkits. The school administrators' meetings in September 2018 featured a review and demonstration of current resources available to students and school personnel. School principals are engaged in a yearlong book study of *Onward: Cultivating Emotional Resilience in Educators* to learn how to better support teachers.

Next Steps:

- Provide resources and training for counselors, teachers, and administrators to meet the needs of students with adverse childhood experiences
- Align SEL and community resources to address student truancy issues
- Provide support and training to deepen positive teacher-student relationships
- Explore additional curricular resources for teacher use at the classroom level
- Introduce Restorative Justice practices to school administrators

Personalize student learning through a blend of direct instruction and technology

After graduating from CMCSS, students must be able to proficiently navigate and utilize technology in order to learn, live, and thrive in academic, work, and personal environments. Preparing students to be college and career ready means providing opportunities for students to learn, create, and communicate using the tools and methods they will encounter in future environments. Blended learning engages students in carefully constructed lessons aligned to standards where technology is intentionally and thoughtfully included at appropriate times to enhance or transform a lesson in order to meet individual needs, personalize student learning, and ensure standards mastery.

To start the 2018-2019 school year, CMCSS expanded the option for students to take home devices from high school only to grades 8-12. For the first time, high school students were given the option to make appointments to pick up devices from the technology department before school started or to pick up devices at school after the first day of classes. This meant students were ready to use devices as part of the daily routine much more quickly than ever before.

In addition to the expansion of the take-home option for students in grades 8-12, the daily option for school use of 1:1 devices was extended from grade 6 down to grade 5. Parents at all levels were able to sign all required forms and pay for protection plans online rather than coming to school if they so desired.

To help teachers and administrators better understand and adapt to the demands of teaching through a blended pedagogy, the blended learning rubric was updated. To start the school year, principals reviewed the rubric and worked to develop plans that would lead teachers to continue the process of integrating technology with traditional teaching methods; the rubric reminds all who use it that technology integration is appropriate when it makes a lesson more effective and leads to an increase in student engagement or ownership of the standards.

To end the 2017-2018 school year, teachers and administrators reported a need for more professional learning related to the use of technology resources, as well as model lessons that appropriately blended traditional teaching methods and resources with technology enhanced options. First, partnerships were developed between curriculum consulting teachers (CCTs) and technology integration coaches (TICs) to enhance the support for professional learning around blended instruction and to model that strong instruction includes both content and tools. CCTs and TICs collaborated to refocus lead teacher work in core content areas around blended learning. During monthly Professional Learning Communities (PLCs), lead teachers were introduced to various technology tools and spent time determining the most appropriate ways to incorporate these tools into upcoming lessons based on the content standards. Following the PLCs, lead teachers were tasked with returning to buildings to do two things: share the learning with colleagues teaching the same courses and use the technology tools in lessons with students.

In addition to the lead teacher PLCs, a smaller group of core content teachers worked in tandem with the CCTs and TICs to incorporate the technology tools shared during lead teacher PLCs into complete model blended learning units for the spring semester. Each of these model units was designed to last eight to fourteen instructional days and laid out a multitude of teaching strategies, both traditional and

technology enhanced, for teachers to use throughout the unit. Included in each day's plan was a rationale for the choice of traditional or technology-enhanced resources.

During the fall semester, students in grades 5 through high school completed common unit assessments using the PowerSchool Assessment and Analytics (PSAA) online platform. The move to online assessments allowed teachers and administrators at all grade levels immediate access to student data, both holistically and down to the standard and question level. Data from these common assessments was then used by teachers and CCTs to make decisions about student needs for remediation and extension.

Next Steps:

- Collect feedback from lead teachers who use model-blended units during the spring semester
- Identify professional learning needs for the summer ENGAGE conference
- Design additional blended units for use in the fall semester
- Work with administrators to better understand and use the blended learning rubric in action planning
- Design methods for students to track progress towards standards mastery through PSAA
- Research options for ways to include parents in learning about the blended approach and the resources available to students

Enhance early learning opportunities

In order to meet the state goal of seventy-five percent of students being proficient in reading by 2025, early learning strategic work has been grounded in the following areas:

- Set a high bar of excellence for teaching and learning in the early grades
- Develop the capacity and literacy expertise in teachers and leaders
- Provide resources for families, teachers, and leaders

Set a high bar of excellence for teaching and learning

All kindergarten through second-grade teachers have implemented more rigorous instructional strategies and have incorporated a one-hundred and twenty-minute literacy block to support the delivery of instruction that meets the expectations of the state's Read to Be Ready initiative.

CMCSS was awarded the 2018-2019 Voluntary Pre-K grant to fund seventeen Pre-K classrooms, serving three-hundred and forty economically disadvantaged four-year-old students. This year these programs have adopted a more rigorous set of academic standards and have implemented a new curriculum to support the implementation of the standards. Teachers and educational assistants in the programs receive ongoing, high-quality professional learning in order to strengthen the quality of teaching and learning.

Develop capacity and literacy expertise in teachers and leaders

In an effort to extend reach to preschool aged students and families, CMCSS has developed an Early Learning Partnership with local childcare facilities and community agencies that serve preschool age children. This group meets quarterly and focuses on issues critical to early learning and literacy.

The district provides direct support to early grades teachers and leaders through the expertise of the Early Learning Coordinator. The Early Learning Coordinator works closely with a set of elementary lead teachers, as well as academic coaches and administrators. Each school's lead teacher attends monthly PLCs and quarterly full-day professional learning sessions to collaborate and learn more about the state's early learning initiative. The lead teachers redeliver the learning in buildings with kindergarten through second-grade colleagues. Academic coaches and administrators also participate in early learning professional development in order to support the instructional shifts in standards and literacy strategies.

Provide resources for families, teachers, and leaders

Teachers and leaders have been provided with a set of unit starters for each unit of literacy instruction. The unit starters include high-quality text for teachers to use in daily instruction, as well as accompanying questions and writing tasks aligned to the English Language Arts (ELA) standards. These unit starters provide teachers a starting place when planning lessons to incorporate more rigorous instructional strategies. The texts for the unit starters have been purchased by the district for teachers to use during instruction.

Family support is provided at the school level and at the CMCSS Learning Centers. The curriculum consulting teachers are providing monthly programming to engage elementary parents and students in the curriculum and provide enrichment experiences that support the daily instruction. Each center also offers weekly programming for preschool-aged children, focused on developing early literacy and

numeracy skills, as well as parenting classes on health and nutrition, positive play, and other topics that support early learning and healthy family development. All families have access to check out materials to support learning at home that is connected to the academic standards.

Next Steps:

- Create a library of early learning videos for on demand professional development
- Continue to provide high-quality literacy resources for teachers and leaders
- Conduct district-wide walkthroughs in early grades classrooms and provide school specific feedback to administrators and academic coaches
- Expand the Learning Center programming for preschool and school-aged students and families

Strengthen portfolio of academic offerings

In addition to the current academic offerings such as College and Career Academies, STEM at Moore Magnet, JROTC classes, dual enrollment and AP courses, and CTE industry certifications, CMCSS began offering multiple new and innovative learning pathways for students during the 2018-2019 school year. These include the first cohort of full immersion kindergarten classes at Barksdale elementary, the addition of two Asian language courses, Korean and Japanese, at two high schools, and expanded collaborations with TCAT, Nashville State Community College, and APSU. The following is an update on programs new this year.

Spanish Immersion at Barksdale: Students in the Spanish Immersion program at Barksdale receive the same state-approved curriculum as all CMCSS students, however, it is delivered almost exclusively in Spanish. Research has shown that by third grade, these students achieve commensurate with peers on all standardized testing, in addition to leaving the immersion program after fifth grade literate in Spanish. The program takes applications each spring and students are selected by lottery, with each quadrant of the county receiving the same percentage of spaces. In the 2018-2019 school year, the program began with two classes of Kindergarten students with twenty students in each class. Next steps include adding two more classes of incoming Kindergarten students, as well as offering first-grade instruction to the students completing this year. The program will begin the 2019-2020 school year with approximately eighty total students over two grade levels.

Asian Language Courses: Students at Clarksville High School have the opportunity to enroll in Japanese I during the 2018-2019 school year. The Japanese Program Languages Grant provided funding in partnership with Austin Peay State University to build a Japanese Language Pathway from CMCSS to APSU. Meanwhile, students at Rossvie High School have been afforded the opportunity to enroll in Korean I through an Alliance for Language Learning and Educational Exchange (ALLEX) Foundation Grant. Currently, one section of each first-year language is offered, while students in both schools may choose to register for the second year of Asian language during the 2019-2020 school year.

TCAT: Early Technical College at TCAT is a unique, hands-on learning experience, that allows students a no-cost opportunity to work towards an industry certification, while also completing the necessary high school courses for graduation in the state of Tennessee. Students can choose one option from four pathways: Diesel Powered Equipment Technology, Heating, Ventilation, Air Conditioning/Refrigeration (HVAC), Industrial Electrical Maintenance/Mechatronics, and Pharmacy Technology. During the 2018-2019 school year, a stand-alone diesel mechanic cohort was offered to students. Next steps include expanding the stand-alone cohorts to include HVAC with an additional cohort increasing enrollment from eighteen current students to approximately thirty-five students for next year.

The mid-year review revealed that many CMCSS administrators needed a deeper understanding of the portfolio of academic offerings available to students. Steps were immediately taken in January to broaden the understanding of administrators. Dr. Payne gave a presentation detailing the many options listed above to include deepening the understanding of Early Post Secondary Opportunities as well as defining a “Ready Graduate” by state standards.

Next Steps:

- Implementation of AVID at Northwest High School, West Creek High School, New Providence Middle School, and West Creek Middle School
- Continue to review options in which students express an interest, to include beginning an Academy of Teaching and Learning for next school year
- Explore options for continuing the education of students committing zero tolerance offenses
- Additional adjunct professor at TCAT for a cohort of HVAC students, in addition to Diesel Mechanic
- Explore School of the Arts
- Analyze possibilities of additional Focused Elective Groups at high schools, including Culinary Arts expansion at Northwest High School
- Expand current Dual Enrollment offerings at all high school campuses

Refine and realign district ready-graduate initiatives

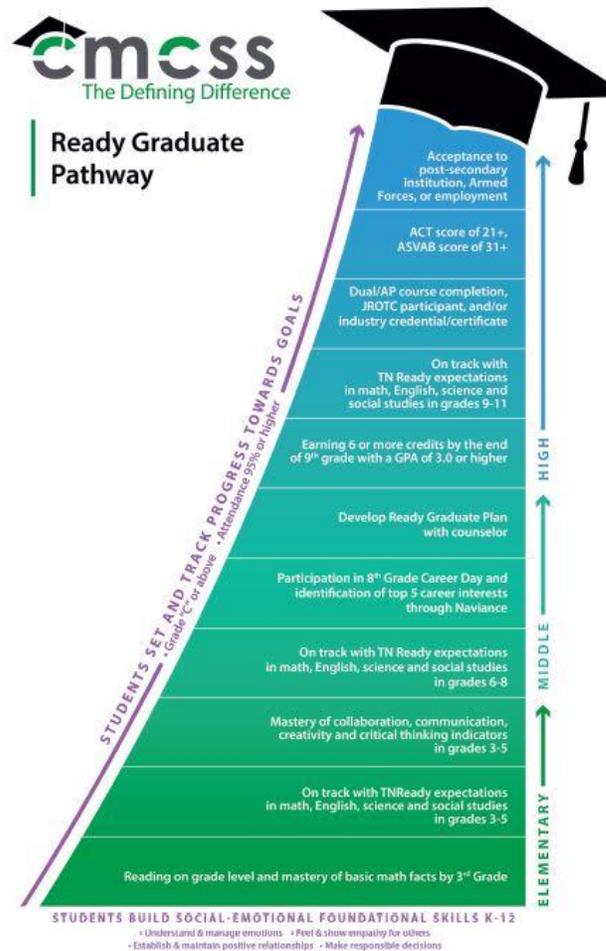
Ready graduates are students who exit CMCSS schools possessing the knowledge and skills necessary to succeed in workplace settings or further academic endeavors. The state of TN defines a Ready Graduate as a student who earns 21+ on the ACT, participates in four Early Post-secondary Opportunities (EPSOs), such as advanced placement, dual enrollment or dual credit classes; earns an industry certification plus participates in two EPSOs; or earns a 31+ on the Armed Services Vocational Aptitude Battery (ASVAB), plus participates in 2 EPSOs. The graphic below was created to showcase the Ready Graduate options for high school students.



A similar graphic was created for each individual high school that showcases the Career Technical Education pathways with industry certifications for that school.

In order to ensure CMCSS students are on track to being ready by the time they reach high school, students need to meet specific milestones in every grade level along the way. Vertical alignment of ACT standards within elementary, middle and high school curriculum guides was added to help to foster student readiness around standardized measures. Naviance curriculum was implemented in middle and high schools to build college and career awareness, assist in the college selection and application process, and prepare students for the ACT test.

The Ready Graduate Pathways poster was updated to include social and emotional goals and other non-academic indicators. This poster can be used by counselors and teachers at every grade level to talk with students, parents, and community members about the readiness benchmarks for every grade level.



In the fall of 2018, CMCSS continued to partner with community members and industry leaders to further articulate the demands of the workforce in order to better align classroom instruction to meet those needs. Members of the instruction department attended an Industry Summit hosted by APSU. Local politicians, industry leaders, and institutions of higher education were also in attendance.

Industry leaders and members of the CMCSS instruction department collaborated to create the first draft of requirements for a work ethic distinction for high school seniors. This distinction was designed to showcase a student's soft skills, rather than a student's academic achievement. It has been proposed that students will be able to earn various levels of distinction based on the total number of points they earn for things such as attendance, communication, and being drug free.

Next Steps:

- Align student and parent information sessions for rising ninth-grade students with high school registration expectations
- Identify an assessment for middle school students that will predict ACT preparedness and identify areas of need
- Develop additional curricular resources to supplement Naviance lessons for middle and high school students

- Finalize the work ethic distinction requirements and industry partners who will recognize the distinction

Maximize Employee Capacity

Continue focus on recruitment and diversity

Boost social media presence for employee recruitment

Enhance curriculum resources and individualized professional learning opportunities

Continue focus on recruitment and diversity

Certified Team

The CMCSS educator retention rate for the 2017-2018 school year was 87.2%. At the end of the semester, three-hundred and seventy-seven educators had been hired to fill vacancies.

During the 2018-2019 school year, CMCSS was invited to participate in the Human Capital Network sponsored by the Tennessee Department of Education. The following administrators have participated on the CMCSS team: Mr. Millard House, Director of Schools; Ms. Jeanine Johnson, Chief Human Resources Officer; Dr. Mason Bellamy, Director of Elementary Schools; Dr. Marlon Heaston, Kenwood Middle School Principal; Mr. Michael Tharpe, Human Resources Coordinator; and Dr. Phyllis Casebolt, Director of Educator Quality. After data was gathered and analyzed, the team determined the primary focus would be on providing equitable access to effective teachers.

Since CMCSS was awarded the Diversity Innovation Planning grant, the district has embraced the opportunity to examine national best practices. A multi-faceted approach has been established to obtain a more diverse teaching staff. The district has determined the emphasis will encompass the following: encouraging students to consider teaching as a profession, "Grow Your Own" programs to assist classified employees to earn a teaching certification and expanded diversity recruitment efforts.

The following table provides information about the university-sponsored career fairs attended by CMCSS representatives for the 2017-2018 school year:

Date of Event	Career Fair	Number of Potential Candidates
10/27/2017	GRREC/Western Kentucky University	28
11/1/2017	Eastern Illinois University	20
11/1/2017	Vanderbilt University	13
11/10/2017	Murray State University	20
11/14/2017	University of North Alabama	49

Date of Event	Career Fair	Number of Potential Candidates
12/11/2017	Austin Peay State University	20
12/13/2017	Middle Tennessee State University	12
2/12/2018	Vanderbilt University	9
2/19/2018	Charting the Course for New Teachers	9
2/14/2018	Tennessee State University Spring Internship	18
3/1/2018	Lee University	14
3/1/2018	University of Tennessee, Chattanooga	18
2/22/2018	Nashville Area Career Fair	17
3/7/2018	University of Tennessee, Knoxville	23
3/8/2018	Union University	11
3/16/2018	Murray State University	27
3/20/2018	Tennessee Technological University	28
3/22/2018	Tuskegee University	22

Date of Event	Career Fair	Number of Potential Candidates
3/23/2018	GRREC/Western Kentucky University	49
3/27/2018	University of Kentucky	14
3/28/2018	Kentucky State University	6
4/5/2018	Jackson State University, MS	25
4/9/2018	University of Toledo	11
4/10/2018	Akron, Ohio	23
4/11/2018	Ed Expo, University of Finlay	11
4/10/2018	University of Southern Indiana	24
4/11/2018	Teacher Candidate Interview Day, IN	15
4/12/2018	East Tennessee State University	33
4/11/2018	Freed-Hardeman University	22
4/17/2018	Northeastern State University, OK	12
4/17/2018	Central Michigan University	17

Date of Event	Career Fair	Number of Potential Candidates
4/18/2018	Western Michigan University	10
4/19/2018	University of Michigan	9
4/20/2018	Eastern Michigan University	18
4/30/2018	Austin Peay State University	56

Classified Staff

The Classified retention rate for 2017-2018 was 85.8%. Three-hundred and thirty-four classified employees were hired during the 2017-2018 school year. Since July 1, 2018, CMCSS has hired two-hundred and ninety-two classified employees.

Since July 2018, CMCSS hired four-hundred and twenty-six new substitute teachers. The active substitute pool continues to be an excellent recruitment tool for classified vacancies. One-hundred and fourteen subs have been hired into permanent positions across the district since July 2018, bringing the total substitute to permanent hires to six-hundred and thirty-two since the program started in 2014.

In an effort to expand recruitment formats, CMCSS works closely with Goodwill, Tennessee Career Center, and Ft. Campbell to provide unique opportunities to interact with potential candidates. These events range from standard job fairs to one on one sessions during which interested applicants meet with a Human Resources (HR) representative to discuss positions, ask questions, and receive application support and direction.

Boost social media presence for employee recruitment

CMCSS HR representatives currently manage the recruitment focused Facebook page, Clarksville-Montgomery County School Careers. Posts highlighting current vacancies, district needs, position requirements, upcoming recruitment events, and district benefits are scheduled daily. Through the Facebook Insights feature, CMCSS HR personnel have the opportunity to review data regarding specific posts. This data allows CMCSS to identify the most effective posts while determining appropriate future focuses and implementation strategy.

In addition to the Facebook page, CMCSS utilizes other social media recruitment tools to include School Spring and Handshake. School Spring is directly linked to the current application management system, Recruit and Hire. Active job postings are automatically posted to various career sites including Monster, Indeed, Teach.org, and others. Handshake is a university-connected program through which CMCSS is able to communicate job vacancies, upcoming career fairs, and other district-related recruitment information to potential candidates.

Enhance curriculum resources and individualized professional learning opportunities

Individualized professional learning opportunities encourage faculty and staff to engage in professional learning tailored to meet individual needs. During the summer and fall of 2018, the Professional Learning Department worked to create and update multiple professional learning opportunities for both certified and classified staff across the district. This included the addition of courses taught through traditional face-to-face, blended, and online formats.

The Teacher Leader Academy was designed to prepare the next generation of CMCSS teachers who aspire to work in leadership positions such as Lead Teachers, Academic Coaches, Curriculum Consulting Teachers, and Technology Integration Coaches. During the fall semester, Teacher Leader Academy participants learned about delivering effective professional learning, creating and maintaining high-performing teams, and making data-driven decisions.

For the first time, the New Teacher Induction Program began to incorporate video coaching as part of its curriculum. New teachers and mentors recorded clips of lessons and completed a cycle of self-reflection, goal setting, and feedback around implementation of the district instruction model. A video-coaching pilot began at the start of the school year with seven schools and will be expanded this spring. The Professional Learning Department is also researching options for an expansion of the New Teacher Induction Program beyond a one-year timeline in alignment to better support the continued needs of new educators beyond the first year of teaching in CMCSS.

The Professional Learning Department has been exploring the option of micro-credentialing as another mode for attaining professional learning specific to individual needs. Micro-credentialing allows teachers to select an area of need, learn through available resources, and work to put the new learning into practice in the classroom. Following learning modules, teachers submit evidence of practice to earn a credential and display attained expertise. Mentor teachers have been piloting the micro-credential option, which has allowed them to earn up to five micro-credentials related to supporting new teachers with implementation of explicit instruction. Currently, CMCSS is the only district in the state of Tennessee to create and deploy district-created micro-credentials.

Following the acquisition of a new webinar platform, options for online professional learning opportunities have continued to expand during the fall of the 2018-2019 school year. Two new Tennessee Educator Acceleration Model (TEAM) focus modules were added to support common teacher refinement areas of the TEAM rubric. Multiple online courses were also added to support teachers who work with students who have dyslexia, reading disorders, and behavioral difficulties. These online courses have been made available not only to the certified teachers but also to the educational assistants (EAs) who serve with those students.

In addition to the options listed above, the Professional Learning team is working to develop an induction opportunity for EAs. Induction would provide newly-hired EAs with specific information related to the processes and expectations of the role before they begin to work directly with students.

Technology Integration Coaches (TICs) continue to support to teachers by modeling and co-teaching lessons, participating in planning sessions, and facilitating professional learning opportunities. This year, a small number of teachers have worked alongside TICs to complete focused, long-term coaching

cycles in which each teacher set specific goals for blended learning and worked to accomplish those goals over time with ongoing support from the TIC. TICs also worked directly with curriculum consulting teachers to facilitate lead teacher meetings and develop model blended units for core content classes in middle and high school.

The Professional Learning Department worked in tandem with the Instruction Department to further promote individualized professional learning for the 2019 ENGAGE Conference. To this end, the Instruction Team administered a planning survey for all teachers during the month of September to get early feedback on potential topics of interest. Feedback from this survey will be used to ensure professional learning sessions are provided that meet teacher needs. In addition to pre-conference interest surveys, the Professional Learning Department has begun administering a follow-up Professional Learning Activities Survey for all professional learning sessions offered in CMCSS. The survey provides information about teachers' perceptions of the professional learning in which they participated, and gathers data about further supports needed to implement professional learning.

For a number of years, the Professional Learning Department has offered a course titled, Leadership I: Introduction to Leadership. This course continues to be the most popular leadership opportunity available in the district because it is available to all employees. The Professional Learning team is currently working on a follow-up course called Leadership II: Advanced Leadership Academy. This PLA will be based on Stephen Covey's, *The Seven Habits of Highly Effective People* and *The Six Critical Practices for Leading a Team*. This course will be designed for graduates of Leadership I who are currently in a leadership position or who are preparing to lead a team.

Next Steps:

- Continue to expand video coaching support to reach all schools
- Continue to expand induction supports for new teachers and educational assistants
- Explore training opportunities for classified staff members who directly interact with students, such as bus drivers
- Market and expand micro-credential opportunities
- Continue to expand online learning opportunities
- Expand and refine professional learning evaluation tools
- Deploy Leadership II: Advanced Leadership Academy

Improve Efficiency and Effectiveness

Implement automated on-boarding and electronic employee files

Improve student transportation services

Address school capacities

Implement electronic medical records (EMR) for school nurses and expand

Onsite Clinic EMR capabilities

Improve organizational efficiency through technology

Implement acceptance of debit and credit card payment options

Implement automated on-boarding and electronic employee files

The technology company, iAutomation, was selected to assist the Human Resources Department to streamline the document management processes, develop and create workflows and electronic employee on-boarding. As of August 2018, all active employee personnel files were scanned into the Docuphase Software, which has provided Human Resources staff the ability to access employee files instantly from a computer. On August 22, 2018, the new substitute teacher employees experienced an on-line automated on-boarding, allowing them to complete all new hire related paperwork from smartphones or home computers. The classified employees followed on September 9, 2018, with certified new employees going live on October 22, 2018. The Human Resources staff completed the electronic on-boarding conversion on January 15, 2019, with student tutors now being set-up for electronic on-boarding. In addition to employee new hire forms, new employees are also able to complete benefit related (medical, dental, life, vision etc...) forms electronically before arriving for employee orientation.

The Human Resources Department has realized significant time savings with the implementation of electronic employee files and electronic on-boarding. Paper forms are no longer being copied, organized, or filed and new employee orientation/on-boarding has been reduced by one to two hours, depending on the employee group. The staff is looking forward to the summer hiring season to experience the full effect of this new implementation.

Current Status

- 4,750 employee files were scanned into Docuphase
- 269 Substitute Teachers have been electronically on-boarded
- 112 Classified Employees have been electronically on-boarded
- 48 Certified Employees have been electronically on-boarded

Next Steps:

- Employee file processes and workflows will be developed to ensure Docuphase is being used to its fullest capabilities, with a focus on efficiency
- Other HR forms that do not pertain to new employee on-boarding will be reviewed to determine if electronic conversion is an option

Improve student transportation services

Like many other school districts across the nation, the Clarksville Montgomery County School System Student Transportation Department is experiencing a school bus driver staffing problem. An article in the School Bus Fleet Magazine issue from June 2017 highlighted the reasons school bus drivers leave their job. The Student Transportation Department examined the following top four reasons and implemented solutions to improve school bus driver retention:

1. Salary/Benefits
2. Schedule/Desire for Additional Hours
3. Lack of Support or Appreciation
4. Student Behavior

1. Salary/Benefits

The first challenge the district faces is that there are over 47,000 unfilled Commercial Driver's License (CDL) jobs across the United States according to Indeed.com. Also, the unemployment rate in Montgomery County is at a low of 3.7%. Secondly, the limited earnings potential of a school bus driver compared to other commercial drivers makes retention challenging. To address this challenge, a market analysis was conducted to evaluate school bus driver pay and benefits. The analysis resulted in the grade classification being changed from a Grade F (starting at \$13.92 per hour) to a Grade G (starting at \$15.64 per hour). Additionally, the Student Transportation Department began offering a driver performance bonus, which awards qualifying school bus drivers a bonus up to \$600.00 annually based on years of service, attendance, safety, and driver performance.

2. Schedule/Desire for Additional Hours

The limited hours that school bus drivers work makes for a very awkward work schedule. Even though it is a five-hour position, school bus drivers typically work two and a half hours in the morning and two and a half hours in the afternoon. For school bus drivers who are interested in working additional hours, the Student Transportation Department created twenty-one – three hour per day – custodian positions. These positions are only available to employees with a CDL with passenger and student endorsement. All twenty-one positions are filled and we are looking for opportunities to expand this program.

3. Lack of Support or Appreciation

Many school bus drivers do not feel supported or appreciated by management. The minimal face-to-face interaction (radio communication only) between supervisor and coworkers, as well as the school bus driver's limited workday schedule, allows few opportunities to recognize these employees. To help overcome this challenge, a Driver Programs Manager has been hired to develop programs designed to improve school bus driver retention, recruit new school bus drivers, and to create incentive programs to recognize and reward our driver workforce.

4. Student Behavior

Student behavior creates a distraction for the driver. Each moment the driver must look up into their mirror to correct a problem is a moment they are unable to watch the road. The district has appointed

fourteen bus monitors to ride on regular education school buses that have been identified as requiring a higher level of student management. The Student Transportation Department has also created a bus conduct report for major safety infractions requiring suspension of the student's bus riding privilege. Local and state in-service training has been focused on student management to provide drivers with the latest strategies and best practices for dealing with our more difficult student passengers. Another program that was created is a multi-step Student Behavior Management Program on school buses where behavior poses a safety concern. This program first consists of the school bus driver being retrained on student management and taking control of the bus. In step two, the lead driver boards the school bus to address the students regarding behavior and safety. Step three is the assignment of a transportation bus monitor to ride the bus, which allows the school bus driver to drive without distractions. Next, a teacher monitor can be assigned to ride the school bus. If the previous steps have been unsuccessful, an administrator or the Student Transportation Manager may ride the bus. The final step is to assign a school resource officer to ride the school bus. Currently, the district is developing a Student Passenger Management Specialist position to incentivize our best drivers to drive our most challenging buses.

Next Steps:

- Focus local and state driver in-service training on student passenger management
- Keep training and building relationships with students, school bus drivers, and faculty
- Continue the development of the Student Passenger Management Specialist position

Address school capacities

The district has experienced an average yearly growth of more than nine hundred and thirty-three students over the past three years. The previously funded additions at Barkers Mill Elementary, Minglewood Elementary, Northeast Middle, and Northeast High have been completed as of January 2019. The overall district capacity has increased by forty-six classrooms (eight-hundred and twenty students) through the completion of these projects. The district has requested funding resolutions for the design of twelve classroom additions at Rossvie Elementary and West Creek Elementary, which were approved in January 2019. These two additions are currently scheduled to open January 2021. The proposed resolution for the design of an eighth middle school on the Kirkwood Complex was denied and was reverted back to the Joint Land Acquisition Ad Hoc Committee (JLAAHC).

The district is working diligently with the County Mayor, County Commissioners, County Budget Committees, and the JLAAHC members to address any existing concerns with the currently viable property and to exhaust all options on seeking an alternative location that best suits the needs of the students in this district. Additions to Pisgah and Oakland Elementary Schools are also being discussed. Informal conferences with key personnel of the Montgomery County Government and with the County Commission Budget Committee have taken place and will continue through the resolution phase.

Next Steps:

- Design of Rossvie and West Creek Elementary additions
- Find a land solution for design of eighth middle school and/or future ninth complex
- Request funding for middle school design

Implement electronic medical records (EMR) for school nurses and expand Onsite Clinic EMR capabilities

Health Services

The school nurses spent the first half of the 2018-2019 school year focusing on the in-house development and testing of an Electronic Medical Records (EMR). The EMR will reduce the paper workload of school nurses by greater than fifty percent, allowing nurses more time for student care. It also seamlessly communicates vital health information to school employees that need to be aware of chronic health conditions, tracks state-required data, and captures information for Medicaid reimbursement of nursing services. Ten CMCSS school nurses successfully test piloted the new EMR in November and December and district-wide implementation began January 7, 2019.

Onsite Employee Health and Wellness

The Onsite clinic has focused on changing from paper to electronic implementation of a patient portal. One of Onsite's Nurse Practitioners, Anne Oakes, has been designated to assist Sharla Smith in leading this change at the clinic. The change from paper to electronic has occurred in phases. Phase 1 was the initial rollout of enrolling the patient in the online patient portal, entitled Patient Fusion. Patients were asked to enroll at the time of a visit to the clinic. Patients were also enrolled when they signed up at Onsite promotion events that were occurring at County Department meetings and CMCSS Staff Meetings.

Beginning January 1, 2019, patients who were signed up for access to the Patient Portal were allowed to complete an online check-in form so that the treating provider could have immediate information about a patient at the time of the visit. The contents of the online check-in form prepopulate into a field that is visible to the treating provider prior to entering the patient's room.

Next Steps:

- Continue implementation of EMR
- Identify and implement enhancements to EMR
- Continue working with Stellar to collect Medicaid reimbursements for nursing services
- Enhance data collection and utilization of information
- Continue providing and promote patient access opportunities to the online patient portal, Practice Fusion
- Monitor the success/difficulty with patient portal access

Improve organizational efficiency through technology

The Technology Department continues to work closely with other departments and school locations to identify areas where a technology solution could improve organizational efficiency. Progress towards this goal is made through constant evaluation of existing hardware, software, and processes.

The district has fully implemented the electronic document scanning and software solution that was piloted last year. The project allows Human Resources and Business Affairs staff to access employee and financial records in an online format and allows more efficient storage and retrieval process.

The Technology Work Order system, also piloted last year, has been fully implemented to provide better customer service to internal stakeholders. The Work Order system allows customer feedback options, better tracking of issues, and a searchable knowledge base.

Most notably, a new version of the district website was released, as well as an overhaul of the school and teacher websites for the 2018-2019 school year. This project took advantage of a new platform which allows more control of updates for the Communications Department and school-based website administrators. The new design also offers a more aesthetically pleasing and user-friendly design developed by one of the CMCSS teachers at the Academy of Media Arts and Technology at Rossvie High School.

On the network side, the department has upgraded equipment to allow faster network accessibility for staff and students in the schools. Teachers can also connect wirelessly to the classroom projector, more easily sharing laptop displays with students. The network team continues to monitor best practices in the areas of reliability and security.

The district continues to provide more devices to students, supporting 1:1 laptops to students in grades 5-12 while increasing the saturation rate for students 4th grade and below.

The Technology Department is also working with the Risk Management and Safety Department to explore the feasibility of a security center at Central Services-Gracey. This would allow more centralized coordination of the School Resource Officers and safety initiatives, including the district camera system, for day-to-day operations and emergency situations.

Next Steps:

- Full implementation of current software projects, including Communications Work Order system and Student Health Monitoring software
- Expand digital signage at the high schools to display school news and events

Implement acceptance of debit and credit card payment options

District Level:

In July 2018, CMCSS implemented an online payment system for the 1:1 laptops (middle & high schools) which allowed parents/guardians to purchase the technology protection plan. There were over 4,700 students/parents that made online payments, which was almost sixty percent of the total payments received for the protection plan. Online payments greatly increased efficiency as it reduced the amount of time needed from school and central office staff to process the payments received. CMCSS hopes to have an increase in online payments next year for the technology protection plan as parents/guardians grow more comfortable with the process.

The Business Affairs Department recently implemented the policies and procedures for accepting debit/credit card payments in the district accounting office. At this time, the only payments that are accepted in the district accounting office by debit/credit card are student debts, middle college tuition, out of county tuition, employee charges for damages or not returned items, and third-party facility use charges.

Next Steps:

- Explore other opportunities for online payments at a district level

School Level:

In July 2018, Business Affairs staff conducted a training and introduced Online School Payments (OSP) to all school bookkeepers. OSP is the software used for online payments at the school level and can be set up to accept payments for a variety of items (spirit wear, student debt, field trips, etc.). All schools were encouraged to have at least “Lost Textbooks” and “Lost Library Books” set up as available options to pay online for student debt. As of January 2019, all thirty-nine schools have the capability to accept payments; however, only thirty-two out of thirty-nine schools have used the program in some capacity to accept payments online. The goal is one-hundred percent participation from all schools. The ease of using the website seems to be more effective and efficient for parents since they do not have to send cash/checks in with students. Several of the school bookkeepers have commented on how easy the software is to use and how much time it saves since less money is being passed through the bookkeeper office.

Next Steps:

- Determine why seven of the thirty-nine schools are choosing not to utilize the software and encourage them to start processing online payments

Engage the Public in Support of Student Achievement

Focus on expansion of community partnerships

Continue developing online resources for stakeholders

Focus on expansion of community partnerships

Partners in Education

The strategic work for Partners in Education (PIE) continues to center around increasing partner participation and satisfaction, recruiting new partners, simplifying school-based recordkeeping, and improving the marketing of the program.

- CMCSS has established bi-annual meetings with Clarksville Chamber of Commerce leadership to better promote PIE with business, industry, and civic organizations across the community.
- The district-developed and maintained database utilizing Google Apps for Education, which replaced EZ Partner last year, was refined based upon stakeholder feedback.
- The monthly PIE Representative newsletter, implemented last year, has been and will continue to be refined to improve communication.

Next Steps:

- Continue recruiting partners with an emphasis on innovative partnerships with small business and civic organizations
- Continue to develop and implement district-level incentives to recognize strong partnerships
- In collaboration with the Education Foundation, develop a partner database to track all district- and school-level partnerships and contributions

Clarksville-Montgomery County Education Foundation

There was an October transition of a new Executive Director of the Education Foundation. As part of the work in the expansion of community partnerships, there has been a focus on meeting leaders of businesses and community organizations. A plan was formulated to produce measurable outcomes in regards to stakeholder engagement.

- Strategic plan was created for Board Education and Engagement
- Through community supported fundraising, over \$15,000 were awarded to teachers in a celebratory way. These funds directly impact 4,929 students while raising community awareness of Foundation Programs.
- Intentional community awareness and marketing

Next Steps:

- Implementation of Strategic Board Education and Engagement Calendar
- Expand opportunities for innovation in the classroom
- Presentations to community civic groups such as Kiwanis, Civitan, etc. sharing the work of the Foundation and giving opportunities to partner.

Continue developing online resources for stakeholders

CMCSS launched the new website on July 11, 2018. The district knows that online communication is critical in today's world. The previous website design was developed over a decade ago. It has well served its purpose. To provide stakeholders with a robust website, a great team spent almost a year developing, testing, and tweaking before launching. As with any effective website, the team looks for continued ways to make improvements.

- Website
- Mobile
- Social Media
- Facebook, Twitter, Instagram
- Student Registration
- Focus and Engage TV video
- Partner Apps (PowerSchool, SchoolMessenger, SchoolCafe)
- Fillable forms (From HR to transcript requests)

Surveys continue to show that the CMCSS website is the number one source of information in CMCSS, followed closely by social media and face-to-face communication.

There were 2,935 students enrolled through the online registration portal between May 30, 2018, and January 1, 2019.

Next steps:

- Continue implementing tools and resources to make stakeholders' online activity a helpful and positive experience

Student Achievement Data

CMCSS Graduation Targets and Actual Graduation Rates

School Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Graduation Rate	88.33%	90.78%	91.0%	93.5%	95.2%	94.0%	93.5%	96.5%	94.8%	95.1%	94.2%
Graduation Rate Formula	Lever Calculation	NGA Calculation	NGA Calculation	NGA Calculation	DOE Calculation						
Year included in AMO Calculations	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019

NOTE: Graduation rate data is released as part of the following year's AMO calculations.

High School Non-Graduate Data 2007 -2018

	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Still Enrolled (5th yr)	1.7%	0.4%	1.0%		1.6%	1.4%	0.6%	0.7%	1.8%	0.7%
SPED Diplomas	3.5%	3.1%	3.0%	2.9%	2.1%	1.0%	0.37%	0.36%	0.5%	0.8%
Dropout Rate	5.5%	5.4%	4.5%	1.9%	1.8%	1.6%	1.4%	2.2%	1.5%	2.0%
Other Programs (GED, Job Corps, Adult HS)	1.0%	0.4%	0.5%	0.5%	0.5%	2.5%	1.1%	<0.01%	0.4%	0.1%

State Goal = below 10%

Cohort data not reported for 2010-2011 as state shifted to the DOE grad calculation, which no longer allows for 5th Year

2011-2012 includes all students as members of 1 4 year cohort

Subgroup Graduation Rates

Subgroup	Indicator	2015-16	2016-17	2017-18	TN 2017-18
All Students	Graduation Rate	94.8	95.1	94.2	89.1
Black/Hispanic/Native American	Graduation Rate	94.1	95.1	94.1	82.6
Economically Disadvantaged	Graduation Rate	92.7	90.1	87.6	82.1
English Language Learners with T1-T4	Graduation Rate	90.2	89.7	79.6	70.9
Students with Disabilities	Graduation Rate	78.0	80.6	78.3	71.6

2017-2018 TNReady Value Added Evaluation Composite

2017-18 Composite Trends TNReady	
Composite Type	Level
Overall	3
Literacy	2
Numeracy	1
Literacy and Numeracy	1
Science	1
Social Studies	5

***This data includes the TNReady Questar High School online assessment data.

- Level 5, Most Effective:** Significant evidence that the district's students made more progress than the Growth Standard (the district's index is 2 or greater).
- Level 4, Above Average Effectiveness:** Moderate evidence that the district's students made more progress than the Growth Standard (the district's index is between 1 and 2).
- Level 3, Average Effectiveness:** Evidence that the school's students made progress similar to the Growth Standard (the school's index is between -1 and 1).
- Level 2, Approaching Average Effectiveness:** Moderate evidence that the district's students made less progress than the Growth Standard (the district's index is between -2 and -1).
- Level 1, Least Effective:** Significant evidence that the district's students made less progress than the Growth Standard (the district's index is less than -2).

TNReady AMO Proficiency
CMCSS Exceeds the State on All TNReady AMO Proficiency Measures

Subject	Grade	Percent Proficient (2018)	Percent Proficient (2017)	State
Algebra I	HS	26.8	25.0	HS Math = 22.5 (2018) HS Math = 21.5 (2017)
Algebra II	HS	24.8	30.1	
Geometry	HS	23.8	31.6	
Biology I	HS	57.5	78.2	HS Sc = 45.3 (2018) HS Sc = 51.0 (2017)
Chemistry	HS	46.7	52.8	
English I	HS	27.3	35.9	HS ELA = 29.4 (2018) HS ELA = 34.6 (2017)
English II	HS	38.1	47.5	
English III	HS	31.0	38.3	
US History	HS	42.6	46.2	HS USH = 27.8 (2018) HS USH = 30.8 (2017)
ELA	3rd-8th	41.9	41.6	3rd-5th = 35.7 6th-8th = 32.1 (2018) 3rd-5th = 33.9 6th-8th = 33.5 (2017)
Math	3rd-8th	44.0	45.0	3rd-5th = 40.0 6th-8th = 34.6(2018) 3rd-5th = 40 6th-8th = 35.7 (2017)
Science	3rd-8th	75.5	76.1	3rd-5th = 56.0 6th-8th = 60.2 (2018) 3rd-5th = 58.6 6th-8th = 62.2 (2017)

***This data includes the TNReady Questar High School online assessment data.

2017-18 ACT
Best Score Graduate Data

	N	Composite	Math	Reading	English	Science	% Meeting Hope Scholarship
CMCSS	2201	20.4	19.5	21.1	19.7	20.6	43.8
TN		20.2	19.5	20.7	19.7	20.3	

District Designation for 2017-18
CMCSS = Advancing

Pathway	Average	Determination	Overall Average	Final Determination
Achievement	2.58	Advancing	2.5	Advancing
Subgroup	2.31	Advancing		
Final Determination Key	Marginal	Satisfactory	Advancing	Exemplary
	Below 1.0	1.0 to < 2.0	2.0 to < 3.0	3.0 to 4.0
	District improvement is making isolated improvement, if any.	District is improving on average but is missing growth expectations.	District is meeting growth expectations on average.	District is exceeding growth expectations on average.